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ABSTRACT

Intended for local school district personnel, the document suggests a model for assisting decision makers in placing handicapped students in the least restrictive environment (LRE). Basic considerations of a multidisciplinary team in determining the appropriate placement for the handicapped students are listed (including the nature and degree of the handicapping condition and availability of adaptive materials). To make placement decisions, educators need information related to student needs and information related to placement options. An outline describes student and placement option information for curriculum, related services, learning style, social/psychological characteristics, and physical characteristics. Steps in the implementation of the placement decision model are charted, and special considerations in LRE decision making are reviewed. Appended are a decision summary checklist, a placement option worksheet, and LRE placement examples (which include an individualized education program--IEP, and IEP summary of student needs, placement option descriptions, decision model applications, decision summary checklist, and placement option worksheet for the selected placement). (SBH)

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**PLACING HANDICAPPED STUDENTS IN THE
LEAST RESTRICTIVE ENVIRONMENT
AN ADAPTED MODEL FOR DECISION MAKERS**

JULY 1980

**Illinois State Board of Education
Department of Specialized Educational Services
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Springfield, Illinois 62777**

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PREFACE

This document is intended to aid local school districts in deciding educational placements for handicapped students. The impetus for the document's creation is the requirement, under Public Law 94-142, which states that each public agency shall insure:

That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The February 1, 1979 *Rules and Regulations to Govern the Administration and Operation of Special Education* defines the least restrictive environment (LRE) as that environment which will assure that "to the maximum extent appropriate, handicapped children are educated with non-handicapped children. Special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap requires that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Article 1.05)

Additionally, the regulations require that placement be based on the following:

- a. The child shall be placed in the educational program which is appropriate to the student's needs and least restrictive of the interaction with non-handicapped children.

- b. The special education placement must be based on the child's IEP, and located as close as possible to the child's home.
- c. Unless a handicapped child's IEP requires some other arrangement, the child must be educated in the school which he or she would attend if not handicapped.
- d. Consideration must be given to any potentially harmful effect on the child, on the quality of services which he or she needs, or that which impedes the education of other students in the environment. (Article 9.17)

Both the federal and state regulations referred to in the above paragraphs direct the local educational agencies to provide a continuum of alternative placements to meet the needs of handicapped students. It is therefore the responsibility of the people responsible for the programming and placement of those handicapped students to identify the options available and determine the most appropriate placement for them.

The purpose of this document is to suggest a model for assisting decision makers who place handicapped students in the least restrictive environment. The process of decision making should be based on an operational definition of LRE which is practical and systematic, and one that will assist educators in the placement decision. Hopefully, this model will provide that needed assistance.

Recognition for much of the origin of the document's content and development is given to the Pennsylvania Department of Education, Bureau of Special Education and the National Learning Resource Center of Pennsylvania.

BASIC CONSIDERATIONS

Before a multidisciplinary team can determine the appropriate and the least restrictive educational environment for a handicapped student, the team should consider an array of variables which may influence the decision for placement. These variables include, but are not limited to, the following:

1. The personal needs of the handicapped child, including the educational, social and emotional needs.
2. The nature and degree of the handicapping condition(s).
3. The attitude of regular and special education teachers toward handicapped students.
4. The attitude of the children in the "regular" classroom toward handicapped students.
5. The attitude of the parents of both handicapped and non-handicapped students, as well as the community at large, toward handicapped students.
6. The attitude of school administrators including school board members, superintendents, and principals, toward handicapped students.
7. Transportation to and from the facility, including the type of transportation needs, the length of time for transporting, and the need for aides or other support personnel.
8. The physical setting, including accessibility to the building, to the class(es) in question, physical education facilities, cafeteria and restroom facilities.

9. The local district's organizational structure at the district and building levels.
10. The curriculum offered, including the methods of teaching that curriculum.
11. The availability of adaptive materials.
12. Staff qualifications for teaching handicapped children, including: certification, the use of screening devices, adaptive materials, and techniques as well as the willingness to partake in inservice training for these skills.
13. A multidisciplinary approach to planning and operationalizing programs for individual children.
14. The supportive services available.
15. The availability of inservice education for teachers who have not taught handicapped children, including adaptive materials, behavior management, and special teaching techniques.
16. The evaluation components to determine the efficacy of both the student's placement and the program's effectiveness.
17. Funding provisions available.

THE LEAST RESTRICTIVE ENVIRONMENT DECISION PROCESS

The process of making placement decisions involves gathering and organizing pertinent information to systematically arrive at a decision. This section describes the information that should be included in the process and presents a model for its application.



CONTENT FOR THE DECISION SYSTEM

AN OPERATIONAL DEFINITION OF LEAST RESTRICTIVE ENVIRONMENT (LRE)

Placement in the least restrictive environment must be implemented within the context of providing appropriate programming for handicapped students. Two major dimensions must be considered when looking at potential educational environments (placement options). Some environments may be inappropriate because they fail to meet a student's learning needs. Other environments may be restrictive because they limit a student's access to non-handicapped students. These dual considerations require an operational definition of LRE that combines the requirement for appropriate programming with the mandate for integration of handicapped students with non-handicapped students. The following definition of least restrictive environment, as provided by the Pennsylvania model, incorporates these considerations:

The least restrictive environment for a student is the placement that realizes a match between the learning needs of the student and the conditions of the educational environment, while providing the student with appropriate integration with non-handicapped or less handicapped students.

INFORMATION NECESSARY TO THE DECISION PROCESS

To make student placement decisions using this definition, educators will need:

- 1) information related to the learning environment needed by the student and what each option provides (appropriateness of the placement option) to the needs of that student
- 2) information related to the degree of integration with non-handicapped students that each option offers (restrictiveness of the placement option)

APPROPRIATENESS OF THE PLACEMENT OPTION

INFORMATION RELATED TO STUDENT NEEDS

Placement in the least restrictive environment must be based on the student's individualized education program (IEP). For handicapped students in Illinois, the IEP describes the special education and related services needed by the student based on a comprehensive case study evaluation. The IEP requires five components, interrelated and interdependent, that provide information to be used in the decision process. These include: (1) a statement of the student's present levels of

educational performance; (2) a statement of annual goals, including short-term instructional objectives, (3) a statement of the specific special education and related services to be provided to the student, and the extent to which the student will be able to participate in regular educational programs; (4) the projected dates for initiation of services and the anticipated duration of services; and (5) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved. Other types of student needs should be considered, such as a student's learning style, social/psychological characteristics, and physical limitations. Because this information is necessary in making placement decisions, it should be included in the IEP as part of the comprehensive case study evaluation.

INFORMATION RELATED TO PLACEMENT OPTIONS

The student's placement must provide the opportunity to implement the IEP. Therefore, information compiled for each placement option must address each need that has been identified for a student. Placement option information may cover the curriculum, related services, media and materials, instructional characteristics related to learning style, social/psychological characteristics of the facility.

STUDENT AND PLACEMENT OPTION INFORMATION OUTLINE

The following outline describes student and placement option information that may be used as a basis for making placement decisions:

CURRICULUM

STUDENT INFORMATION

The special education curriculum determined to be appropriate for a student is represented, in a very condensed form, in the IEP by the annual goal statements. Annual goals are targets toward which the student's learning program is directed. They may encompass multiple areas of student development, including academic growth, social growth, physical development, and speech, hearing and vision remediation. Academic growth includes not only reading, mathematics, science and the social sciences, but other areas of development, such as self-help skills. Short term objectives are derived from the annual goals. They should reflect specific steps toward achieving the annual goals, although they should not be as detailed as lesson plans.

RELATED SERVICES

STUDENT INFORMATION

As defined in P.L. 94-142, related services means "transportation and such developmental, corrective and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training."

PLACEMENT OPTION INFORMATION

Each placement option will offer a curriculum that contains one or more content areas. The content will be geared toward a range of student ability levels. It is often possible for curriculum to be modified to accommodate students whose needs fall slightly outside this range. Therefore, placement option information should include knowledge of the curriculum that is available and ways in which modifications could be made.

PLACEMENT OPTION INFORMATION

Each placement option can offer certain related services, sometimes at a greater or lesser degree than other placement options. Placement option information should include knowledge of the related services that are available and the conditions for service delivery, such as scheduling or educational setting.

LEARNING STYLE

STUDENT INFORMATION

The unique ways in which a student learns may create needs that must be met through accommodation in the learning environment. Types of student needs may include instructional grouping arrangements, reinforcement strategies, or teacher leadership models.

PLACEMENT OPTION INFORMATION

Certain instructional strategies will be utilized in each placement option. Placement option information should include knowledge of the accommodations that could be made in the learning environment to meet a student's needs, as well as specialized approaches available.

SOCIAL/PSYCHOLOGICAL CHARACTERISTICS

STUDENT INFORMATION

The manner in which a student interacts with peers and teachers may suggest student social/psychological needs that must be met through accommodation in the learning environment. For example, a student may have a significant need for peer and/or teacher acceptance and support.

PLACEMENT OPTION INFORMATION

Each placement option will have teacher/student composition that will result in a particular social/psychological climate. Placement option information should include knowledge of these characteristics.

PHYSICAL CHARACTERISTICS

STUDENT INFORMATION

Exceptional students with physical impairments may require special accommodations in their environment to allow for access and mobility. For example, students with visual acuity problems may need light sources and auditory clues in their educational facility. Hearing impaired students may require such, environmental modifications as visual alarm systems.

PLACEMENT OPTION INFORMATION

The facility and transportation arrangements for each placement option should be able to accommodate physical handicaps. Buses with lifts, buildings with ramps and side railings in hallways, modified lowered drinking fountains, and modified restroom facilities are examples of architectural or design modifications that may be needed to provide a barrier-free environment for a student. Placement option information should include knowledge concerning the status of the current facility and vehicles, and the extent to which they could be modified to meet student needs.

RESTRICTIVENESS OF THE PLACEMENT OPTION

INFORMATION CONCERNING ACADEMIC AND NON-ACADEMIC INTEGRATION WITH NON-HANDICAPPED OR LESS HANDICAPPED STUDENTS

Placement options provide varying opportunities for integration with non-handicapped or less handicapped students in either or both academic and non-academic settings. To varying degrees, the student may have the opportunity to actively engage in learning activities with standard education students; he or she may participate in non-academic activities, such as meals, recess periods, athletic events, transportation modes, recreational activities and special interest groups and clubs; or he or she may be able to interact in both the adapted and the nonadapted settings.

Other placement options may not provide opportunities for integration with non-handicapped or less handicapped students. However, these options may be within close physical proximity to regular education classes, thus providing a present educational environment that will allow for the possibility of non-handicapped or less handicapped students interacting with handicapped students.

INFORMATION CONCERNING PROXIMITY TO THE HOME

In addition to requiring that placement be made on an individual basis, Federal regulations require that a student's placement be geographically as close as possible to his or her home. Unless implementation of the IEP requires some other arrangement, the student must be educated in the school he or she would attend if he or she were not handicapped. Therefore, placement option information should include knowledge of each available location.

THE DECISION SYSTEM

The two-dimensional operational definition of the least restrictive environment described earlier in this document provides a framework for a system that can be used to make placement decisions. Each option should first be assessed to determine if it meets the learning needs of the student, as included on the IEP. Each option that meets the criteria should then be assessed to determine which provides the greatest access to non-handicapped students. The option that meets the student's learning needs and provides the greatest access to regular education students should be the student's recommended placement.

PROCEDURES FOR IMPLEMENTING THE DECISION MODEL

The list below includes the steps necessary to collect and use student and program information in implementing this decision model.

I. STUDENT ANALYSIS

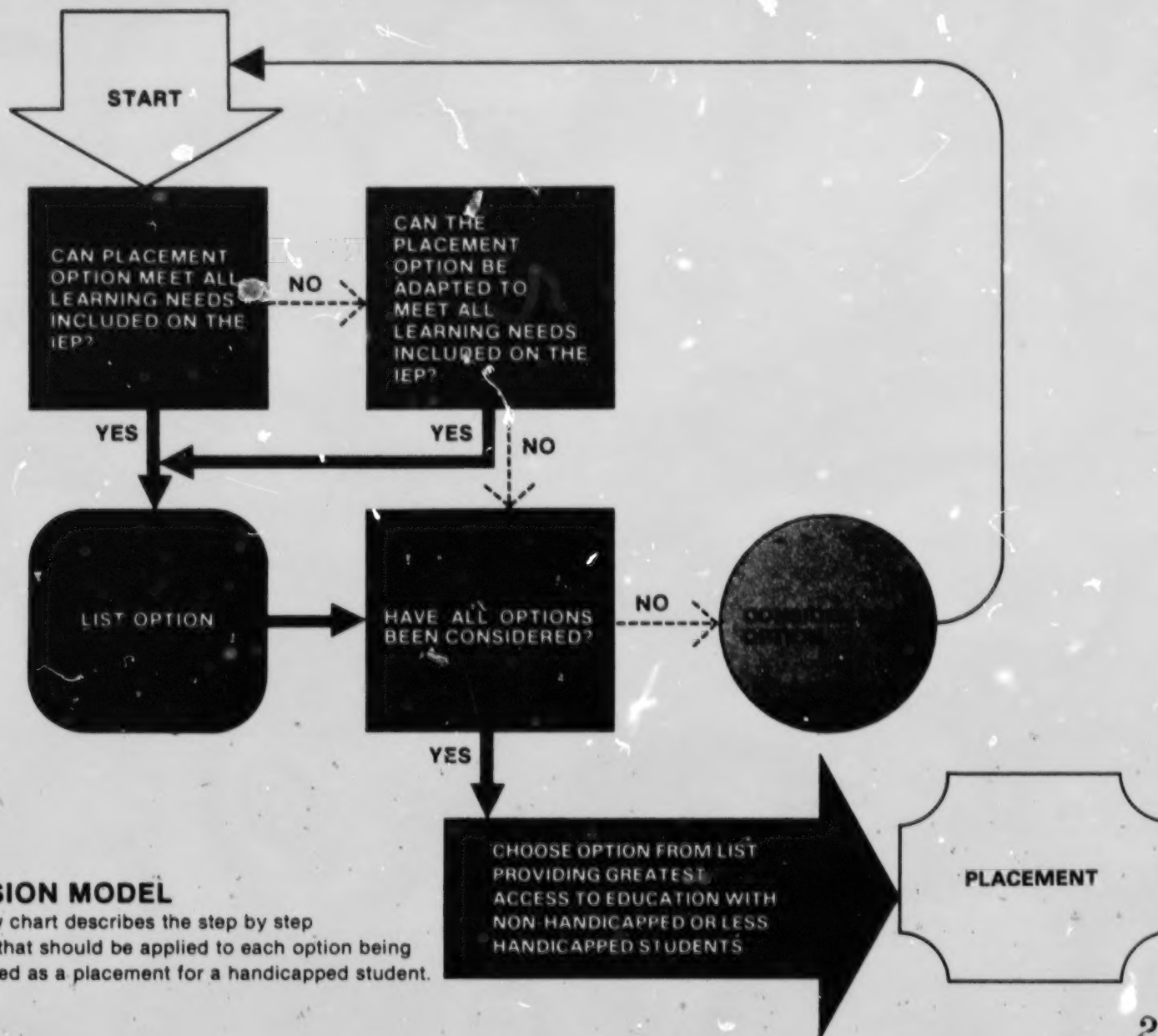
- A. The IEP is developed.
- B. It should contain all elements required, including the student's short term objectives on which other considerations will be based.

II. PROGRAM ANALYSIS

- A. The placement options are identified.
- B. Information is collected regarding the learning environment that each option can provide for the student.
- C. The degree of access to education with non-handicapped students offered by each placement option is established.

III. DECISION MODEL APPLICATION

- A. Each placement option is assessed for its capacity to meet all of the student's learning needs including curriculum, special media and materials, and related services and other identified student needs.
 1. An option which meets the above criteria remains in consideration.
 2. An option which does not meet the above criteria is assessed for its capacity to be adapted to meet all the student's learning needs.
 - a. An option which may be adapted remains in consideration.
 - b. An option which may not be adapted is removed from consideration.
- B. The next placement option is considered.
- C. When the list of options that have been determined to be appropriate for the student's special education needs is completed, the option providing the greatest access to non-handicapped or less handicapped students is identified as the least restrictive environment. (See Figure 1)



DECISION MODEL

This flow chart describes the step by step process that should be applied to each option being considered as a placement for a handicapped student.

SPECIAL CONSIDERATIONS IN LRE DECISION MAKING

THE IEP

The scope of the IEP may be extended beyond the required components to include all of the student needs so that these needs can be considered in program and placement decisions.

SELECTING PLACEMENT OPTIONS

Placement options may be selected from several categories of educational environments. The following categories are based on the priority order of placement contained in the Illinois *Rules and Regulations to Govern the Administration and Operation of Special Education*.

1. Placements in the school the student would attend if not handicapped.
2. Other school district placements available for students with specific handicapping conditions.
3. Joint agreement or regional program placements available for students with specific handicapping conditions.
4. Approved private school placements.
5. State agency placements.

In the public schools, the type of organizational pattern(s) contained in the placement option must also be considered. These are described below:

1. Standard Program with Modification — The child receives his or her basic educational experience through the standard program. However, these experiences are modified through:
 - a. Additional or specialized education from the teacher,
 - b. Consultation to and with the teacher,
 - c. Provision of special equipment and materials,
 - d. Modification in the instructional program (e.g., multi-age placement, expectations, grading, etc.),
 - e. Changes in curricular content and educational methodology.
2. Standard Program with Resource Programs or Related Services — The child receives his or her basic educational experiences through the standard, or alternate standard, program. However, these experiences are augmented by one or more resource programs or related services.
3. Special Instructional Program — The child receives most of his or her basic educational experience through an instructional program in a special class, which is largely self-contained, or in a special school.
 - a. Inclusion in those parts of the standard program which are appropriate.
 - b. Provision of related services as needed.

4. Cooperative Program — The child receives most of his or her educational experiences through either the standard or the special program of the public school. However, this is supplemented through work-experience programs or shared agency involvement.
5. Home and Hospital Program — The child who is eligible for either standard or the special program, but who is unable to attend such programs, receives instructional or resource programs or related services in his or her home or in the hospital. (This is a temporary placement only, not a regular, permanent option.)
6. State-Operated or Private Day Program — The child whose exceptional characteristics are so profound or complex that no special education program offered by the public schools can adequately or appropriately meet his or her needs is referred to either a state-operated or a private facility.
7. Private or State Operated Residential Programs — The child whose exceptional characteristics are so profound or complex that no special education program offered by the public school can adequately or appropriately meet his or her needs is placed in a private facility or referred to a state operated facility.

THE ROLE OF THE LOCAL EDUCATION AGENCY REPRESENTATIVE

It is suggested that the director of special education, his or her designee or the local education agency representative at the IEP planning meeting provide the leadership for assuring that learning environment information for each placement option under consideration is available.

DECISION MODEL DOCUMENTATION

Participants in the decision making process should document their efforts in order to substantiate the rationale for the placement decision, should these placements be questioned at a later date. As each option is considered, the Decision Summary Checklist (Appendix A) may be used to provide this record. The Placement Option Worksheet (Appendix B) may also assist in structuring the decision making process along the lines of the decision model.

Reference:

Placing Handicapped Students in the Least Restrictive Environment: A Model for Decision Makers, August, 1979, The Pennsylvania Department of Education, Bureau of Special Education and The National Learning Resource Center of Pennsylvania, 500 Valley Forge Plaza, 1150 First Avenue, King of Prussia, Pennsylvania 19406.

See Appendix A.

Appendix A

DECISION SUMMARY CHECKLIST

DIRECTIONS:

- List each placement option considered and describe the type of placement and location.
- List other learning needs in addition to curriculum, related services and media and materials.
- For each applicable learning need, indicate the ability or inability of the option to meet the student's needs. Yes (✓) No (-).
*If an option cannot meet one need subsumed under a broader category of needs, briefly indicate need not met. For example:

STUDENT: _____

PLACEMENT OPTION		
	CURRICULUM	RELATED SERVICES
	OPTACON TRAINING	

- Indicate the amount of time the student will spend with non-handicapped students in both academic and non-academic settings.
- Indicate the distance of the placement option from the students home.
- List recommended assignment in the space provided.

DECISION SUMMARY CHECKLIST

STUDENT: _____ DATE: _____

PLACEMENT OPTION	LEARNING NEEDS						EDUCATION WITH NON- HANDICAPPED STUDENTS		
	CURRICULUM	RELATED SERVICES	MEDIA & MATERIALS				ACADEMIC	NON- ACADEMIC	PROXIMITY TO HOME
1									
2									
3									
RECOMMENDED ASSIGNMENT									

Appendix B
PLACEMENT OPTION WORKSHEET

STUDENT: _____ DATE: _____

OPTION: _____

1. Describe the extent to which the option meets learning needs listed on the IEP:

A. Present Levels of Educational Performance: _____

B. Annual Goals/Short-Term Objectives: _____

C. Special Education Services: _____

D. Related Services: _____

E. Dates of Service Initiation/Duration: _____

F. Evaluation: _____

G. Special Media Materials: _____

2. Describe the degree of integration with non-handicapped students provided by this option (academic and/or non-academic settings) and the option's proximity to the student's home.

THE LEAST RESTRICTIVE ENVIRONMENT MANDATE

The educational practice of placement within the least restrictive environment is based on legislative mandate. Section II provides an overview of Federal and State regulations for compliance with the least restrictive environment mandate and describes State policies and procedures related to student placement.



PLACING STUDENTS IN EDUCATIONAL ALTERNATIVES

To reiterate, the least restrictive environment requirement protects students from being indiscriminately placed in segregated programs because they are handicapped. Placement decisions must be made on an individual basis. Additional criteria to be considered are:

- *Each placement must be based on the IEP, which is to be reviewed annually.
- *Each placement must be evaluated not less than every year, through an annual review.
- *Placement by category alone is considered inappropriate.
- *Placement decisions must be made by a group of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
- *Placement must be geographically as close as possible to the student's home. Unless the implementation of the IEP requires some other arrangement, the student must be educated in the school he or she would attend if not handicapped.
- *Placement outside the regular education environment must be documented to substantiate the appropriateness of the special education placement.

THE LEAST RESTRICTIVE ENVIRONMENT PLACEMENT EXAMPLES

The following cases illustrate the use of the decision system for determining the Least Restrictive Environment placement.



Appendix C

LRE PLACEMENT EXAMPLES

Each LRE Placement Example includes the following components:

- An IEP
- An IEP summary of student needs
- Placement option descriptions
- Decision model applications
- Decision summary checklist
- Placement option worksheet for the selected placement

IEP

The IEP has been developed as far as the description of present education levels, the determination of annual goals and short term objectives and the identification of related services and special media and materials. At this point it provides the student information to be used in the decision process. In order to simplify the LRE placement examples, each IEP has been limited to three goal statements. Therefore, the IEP does not necessarily represent comprehensive special education programming.

IEP Summary of Student Needs

For illustrative purposes, the student information from the IEP is outlined in summary form according to type of information. This is not part of the recommended procedure for implementing the decision model, but is included to aid the reader in understanding the use of the IEP in collecting student information.

Placement Option Descriptions

Each placement option description contains the information that should be available at the IEP planning meeting. Each description has been keyed to the types of placement option information to assist the reader in understanding the range of information necessary to the decision process.

Decision Model Applications

A diagram of the decision model is used to track each option included in the decision process.

Decision Summary Checklist

The checklist provides documentation of the entire decision process.

Placement Option Worksheet

The placement option worksheet provides additional information concerning the selected placement option.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Mark Hughes Grade/Program: _____

Birth Date: 5/10/69 Teacher(s): _____

Present Date: 9/20/78 School: _____

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
_____	_____	_____	_____
_____	_____	_____	_____

Extent to which the child will Participate in Regular Education

Services:

Individual/small group counseling

Bus transportation

Crisis intervention

IEP Planning Meeting Participants:

Name

* Local Education Agency Representative:

Samual Bender, Principal

* Parent, Guardian or Surrogate Parent:

Mrs. Joan Hughes

Student:

Jane Miller

* Teacher(s):

Marvin Woodcock

** Evaluator(s):

Janet Wepman

Other(s):

Date: for review and/or revision of the Individualized Education Program Plan: 5/20/79

Person responsible for the maintenance and implementation of the IEP plan: _____

* Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached.

** Must attend if the student is newly identified as exceptional.

LRE PLACEMENT EXAMPLE 1

PRESENT EDUCATION LEVELS

DIRECTIONS: Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:

Academic Achievement

Pre-Vocational Skills

Emotional Maturity

Vocational Skills

Self-Help Skills

Psychomotor Skills

Social Adaptation

Other:

ACADEMIC ACHIEVEMENT

Math: Mark has grade appropriate money and time concepts. He rote counts to at least 100. He is unable to demonstrate knowledge of basic number facts and computational skills. Mark appears to benefit from a concrete approach to mathematical concepts.

Reading: Mark has good sight vocabulary and word attack skills. He has difficulty comprehending the main idea of a paragraph, but can state details with accuracy. He can read and follow one-step directions, but becomes confused with multi-step directions. He works well with one to one interaction, but becomes bored and frustrated in reading groups or class activity.

General Work Skills: Mark does not complete assignments independently. He becomes frustrated when he does not understand directions. Mark shows improvement in this area when he is given individual attention.

Social/Emotional Adjustment: Mark has frequent, often violent outbursts when participating in large group academic activities. When the activity is more recreational, he interacts with peers with less difficulty. Mark has poor attention and concentration. He taps his fingers on tables, can't sit still for more than a minute or two. He instigates fights with peers. Removal from the group seems to calm him. He seems to perceive himself as bad. Says things like, "I'm not smart enough," or "I can't do anything right."

Instructional Area: Mathematics

Annual Goal: Mark will improve his basic number and computation skills.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Mark will complete the following basic math skills: a. counting by 2's, 5's, and 10's to thirty. b. one to one correspondence. c. addition and subtraction requiring regrouping of tens. 2. Mark will complete addition and subtraction requiring regrouping of tens.	Abacus Calculator One-to-one instruction with teacher or aide. Concrete strategies. Small group (2-3) instruction.	1. Performance on: a, b, c, as compared to pre-test of such skills. 2. Performance of addition and subtraction on abacus, paper, and check of work on the calculator.	1. Independent completion to 90% accuracy on five consecutive trials. 2. Independent performance on task to 80% accuracy on ten consecutive trials.

Instructional Area: Reading

Annual Goal: To improve reading comprehension of short paragraphs.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Mark will complete a task requiring comprehension of 3 directions. 2. Mark will state the main idea of a paragraph 3-4 sentences in length. 3. Mark will state the main idea of a paragraph 5-6 sentences in length.	One to one attention with teacher (aide). Small group of 2-3 students and aide.	1-3. Teacher observation and record of performance on tasks.	1. 80% accuracy in following directions on 5 consecutive days. 2. 90% accuracy on task for 3 consecutive days. 3. 80% accuracy on task for 3 consecutive days.

Instructional Area: Social/Emotional Adjustment

Annual Goal: Mark will demonstrate appropriate behaviors and controls that will enable him to function in a small group setting (4-5) students.

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Mark will sit with a small group, take turns, and follow directions; demonstrating cooperation with peers. 2. Mark will demonstrate care of self, and his possessions. 3. Mark will verbalize his feelings, when he is upset by a group situation.	1-2. Teacher/student discussion of appropriate behaviors. Behavior management contract. Positive reinforcement of appropriate behaviors exhibited by Mark. Peer modeling of appropriate behaviors. 3. Roleplaying, puppets, etc. teacher/student discussion of emotions, etc.	1. Baseline frequency of behaviors. Student/teacher record of increased frequency on chart. 2. Baseline, observation, and systematic record of frequency: a. hair combed b. shirt tucked in c. books neatly covered 3. Teacher record of frequency.	1. 80% increase in frequency of behaviors for 3 consecutive days. 2. Independence on task 80% of the time for 5 consecutive days. 3. 50% increase of task for 3 consecutive days.

IEP SUMMARY OF STUDENT NEEDS

A. CURRICULUM

1. Academics
 - a. Math - simple computation
 - b. Reading - paragraph comprehension
2. Social/Emotional
 - a. Social/Emotional Adjustment - appropriate small group behavior

B. RELATED SERVICES

1. Counseling/crisis intervention
2. Bus transportation

C. LEARNING STYLE

1. One to one interaction - teacher/student
2. Small group interaction
3. Behavior management

D. SOCIAL/PSYCHOLOGICAL

1. Peer behavioral models

PLACEMENT OPTION DESCRIPTION

FOURTH GRADE CLASS WITH RESOURCE ROOM SUPPORT

OPTION 1

curriculum

The fourth grade curriculum covers a wide range of content areas, including reading, mathematics, english science, social studies, spelling, physical education, music, and art. Reading and mathematics instruction is conducted in groups of 10 to 12 students with ability levels ranging from 3.0 to 5.0. The teacher encourages independence of the students in the groups and allows the students to organize projects with minimal teacher assistance. Behavior management systems are not utilized in this environment. The class would provide appropriate role models for Mark.

learning style curriculum learning style

learning style

social/psychological

learning style curriculum social/psychological

learning style

related services

The resource room program provides individual and small group instruction (4-5 students) in the academic areas of reading and mathematics as well as opportunities for social activities within a structured setting. Students operate under work contracts, with the teacher and aide systematically reinforcing achievement. The school provides psychological, speech, health and transportation services through the intermediate unit. Crisis intervention service is also available through the school's counselor. The school is located fifteen minutes by bus from Mark's home. He would normally attend this school.

FULL TIME CLASS FOR SOCIALLY/EMOTIONALLY DISTURBED (SED) STUDENTS IN A SCHOOL DISTRICT ELEMENTARY SCHOOL

OPTION 2

curriculum
related services
learning style
learning style

social/psychological
learning style

social/psychological

The curriculum of this class is commensurate with first through fourth grade levels. Instruction is provided in academic and nonacademic areas, including math, reading, spelling, language skills, science, social studies, physical education, music, art, and socialization skills. Psychological counseling, crisis intervention, speech, transportation, and health services are provided. Teacher and aide utilize strategies of positive reinforcement, and feedback of appropriate learning and social behaviors. Techniques of work contracts, one to one instruction, and small work groups provide an opportunity for independence, success, and acceptance with teacher and peer group. The teacher of this class utilizes progression from teacher directed to student directed behavior. Maximum enrollment in this classroom is twelve students to a teacher and an aide. Integration with peers from the regular classroom is provided through activities such as; music, art, physical education, lunch, and transportation to and from school. This facility is located within a thirty minute bus ride of Mark's home.

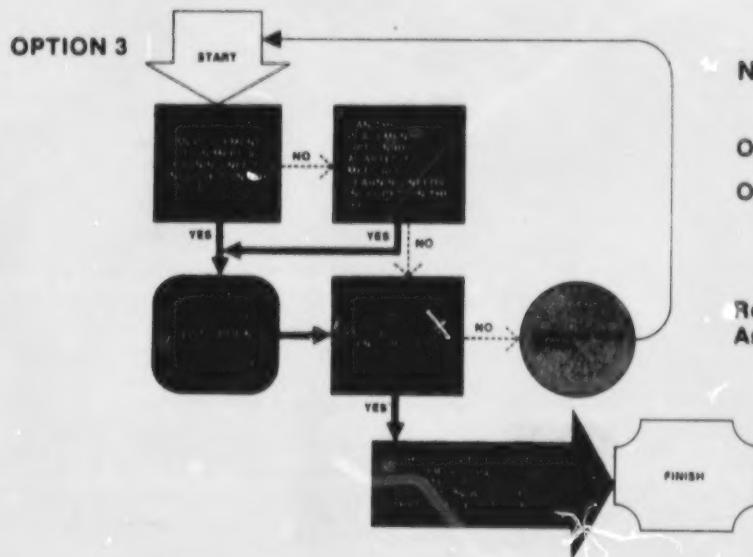
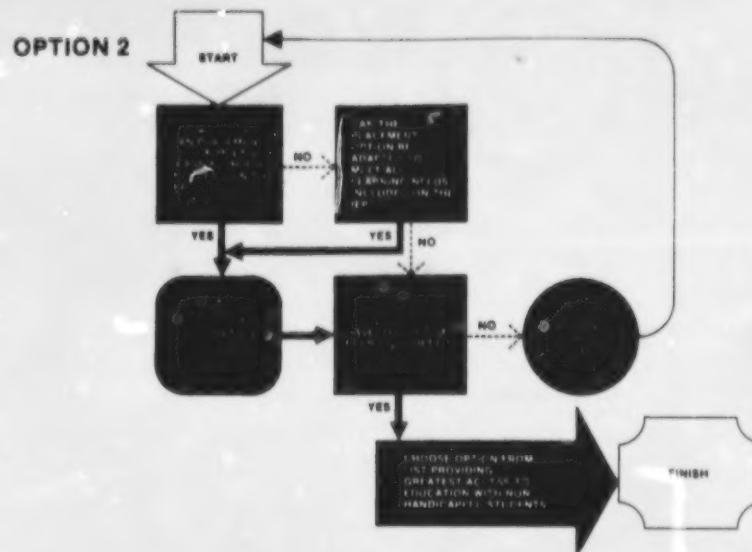
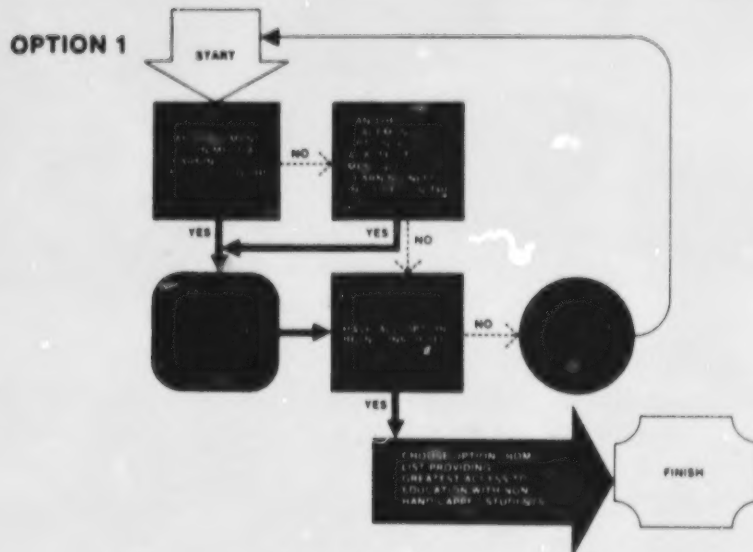
INTERMEDIATE UNIT SED CLASS IN A SPECIAL FACILITY

OPTION 3

curriculum
related services
media/materials
learning style
social/psychological
learning style

Curriculum is designed to provide instruction at the first through fourth grade level. Academic and nonacademic areas include math, language, reading, social studies, science, spelling, socialization, self-help, music, art, and physical education. Psychological, speech, hearing, transportation, and health services are provided in this program. In addition to adaptations in materials for educational levels, some materials are specifically designed to meet self-concept and social needs. Behavior management is utilized in an effort to encourage the student to progress from teacher directed behaviors to self-directing his behavior, independently and appropriately. Small group and one to one instructional settings are utilized. Pupil/teacher ratio is 12 students to one teacher and two aides. The program is segregated from regular school settings. It is located twenty minutes by bus from Mark's home.

DECISION MODEL APPLICATIONS



NOTES:

Option 1

Placement will be adapted to include small group therapy.

Option 3

Because Mark is extremely responsive to peer influence, it was the consensus of the decision makers that this option would not provide the degree of positive peer role modeling needed.

Recommended Assignment

Of the two options meeting all learning needs (options 1 and 2), Option 1 provides the most integration with non-handicapped students.

DECISION SUMMARY CHECKLIST

STUDENT: Mark Hughes

DATE: September 6, 1979

PLACEMENT OPTION	LEARNING NEEDS						EDUCATION WITH NON- HANDICAPPED STUDENTS		
	CURRICULUM	RELATED SERVICES	MEDIA & MATERIALS	Learning Style	Social Psy.		ACADEMIC	NON- ACADEMIC	PROXIMITY TO HOME
1 Fourth Grade/ Resource Room- neighborhood school	✓	✓		✓	✓		60%	100%	15 min. by bus
2 SED-Class- Elementary School	✓	✓		✓	✓		0%	100%	30 min. by bus
3 I.U. SED Class- Special Facility	✓	✓		✓	-role models				
RECOMMENDED ASSIGNMENT <u>Fourth Grade/Resource Room - neighborhood school.</u>									

PLACEMENT OPTION WORKSHEET

STUDENT: Mark Hughes DATE: September 6, 1979

OPTION: Fourth Grade Class with Resource Room, Support

1. Describe the extent to which the option meets learning needs listed on the IEP.

A. Curriculum: Resource room instruction provided in reading and mathematics. Small group settings to enable attainment of social adjustment goal.

B. Related Services: Crisis intervention provided by school counselor. School provides bus transportation. Small group therapy to be provided by school psychologist.

C. Special Media and Materials: _____

D. Learning Style: Resource room provides individual and small group instruction. Behavior management techniques utilized.

E. Social/Psychological: Fourth grade class will provide appropriate peer models.

F. _____

2. Describe the degree of integration with non-handicapped students provided by this option (academic and/or non-academic settings) and the option's proximity to the student's home.

Mark will remain with his fourth grade class for science, social studies, physical education, music and art. (approximately 60% of his academic day.) Recess and lunch will be with the

fourth grade. Mark would normally attend this school.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Date for review
of the IEP Plan:

Student's Name: Rosalie Murphy Present Date: September 30, 1978
 Parents'/Guardians' Names: _____ Date of Birth: April 16, 1968
 Parents' Address: _____ School District: _____ I.U.: _____
 Phone: _____ School: _____ Grade/Program: _____
 Person Responsible for Maintenance and Implementation of IEP: _____ Phone: () _____

Class Assignment(s) and Services	Date Started	Expected Duration	Extent of Participation in Regular Education	Staff
Bus transportation	_____	_____	_____	_____
Physical therapy	_____	_____	_____	_____
Speech services	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

IEP Planning Meeting Participants:

Participants' Names:

Signatures: _____
Signature indicates accep-
tance of this Individualized Education Program

1 Local Education Agency Representative

Ms. Lauri Maxwell

2 Parents, Guardians, or Surrogate Parents

Mrs. Sally Murphy

Student

1 Teacher

Kathy Warick

3 Evaluator

Michelle Wilson

Other

1 Must attend

2 If the Parent, Guardian or Surrogate Parent does not attend, documentation of attempts to gain their participation should be attached.

3 Must attend if the student is newly identified as exceptional. This individual may be a member of the evaluation team or another person who is knowledgeable about the evaluation procedures and results.

Instructional Area: Self-help Skills

Present Educational Levels:

Rosalie can place her shoes on the correct feet, cross her shoelaces, and pull them tight. However, she needs physical prompts to complete making the bow.

Rosalie is toilet trained and can feed herself.

Annual Goal: Rosalie will independently tie her shoe.

SHORT-TERM OBJECTIVE (TERMINAL BEHAVIOR)	OPTIONAL INSTRUCTIONAL METHODS/MEDIA /MATERIALS	EVALUATION OF INSTRUCTIONAL OBJECTIVES		DURATION OF OBJECTIVES (OPTIONAL)	
		EVALUATION PROCEDURES TO BE USED (CONDITIONS)	CRITERIA OF SUCCESSFUL PERFORMANCE	DATE STARTED	DATE COMPLETED
1. With the use of physical and/or verbal prompts, Rosalie will tie a single loop knot. 2. Rosalie will independently tie a single loop knot. 3. Rosalie will independently tie a double loop knot.		1-3. Frequency of performance on objective.	1. 90% independence/10 consecutive trials. 2-3. 90% accuracy/10 consecutive trials.		

Instructional Area: Psychomotor Skills

Present Educational Levels:

Gross Motor: Rosalie can sit unaided, and can stand, with support, for approximately twenty minutes. She is ambulatory when given total physical assistance. Rosalie can use a wheelchair independently.

Annual Goal: Rosalie will increase mobility in the classroom using a walker or rolator.

SHORT-TERM OBJECTIVE (TERMINAL BEHAVIOR)	OPTIONAL INSTRUCTIONAL METHODS/MEDIA /MATERIALS	EVALUATION OF INSTRUCTIONAL OBJECTIVES		DURATION OF OBJECTIVES (OPTIONAL)	
		EVALUATION PROCEDURES TO BE USED (CONDITIONS)	CRITERIA OF SUCCESSFUL PERFORMANCE	DATE STARTED	DATE COMPLETED
1. While standing at a hand-rail, Rosalie will alternate sliding her feet forward and backward.	Handrail	1. Physical therapist and teacher documentation of performance.	1. 90% independence/5 consecutive days.		
2. While standing at a hand-rail, Rosalie will alternately raise and lower each foot approximately three inches from the floor.		2. Physical therapist and teacher documentation of performance.	2. 90% independence/5 consecutive days, given verbal prompts.		

Instructional Area Continued: Psychomotor Skills

Annual Goal: Continued

SHORT-TERM OBJECTIVE (TERMINAL BEHAVIOR)	OPTIONAL INSTRUCTIONAL METHODS/MEDIA /MATERIALS	EVALUATION OF INSTRUCTIONAL OBJECTIVES		DURATION OF OBJECTIVES (OPTIONAL)	
		EVALUATION PROCEDURES TO BE USED (CONDITIONS)	CRITERIA OF SUCCESSFUL PERFORMANCE	DATE STARTED	DATE COMPLETED
3. Rosalie will move from the story area to the door (approx. 4 feet), using the sliding motion forward.	Walker or Rolator	3. Teacher observation. 3.	90% independence/10 consecutive days.		

Instructional Area: Academic Achievement

Present Educational Levels:

Communication Skills: Rosalie attends to verbal stimuli. She identifies pictures of nouns, verbs, and 16 out of 25 adjectives. She is able to follow a two-step command. Rosalie names approximately 35 objects. She can initiate adjective-noun phrases when responding to "What is this?" Spontaneous speech consists of one and two word phrases. Intelligibility, volume, and rate are within normal limits.

Annual Goal: Rosalie will improve communication skills.

SHORT-TERM OBJECTIVE (TERMINAL BEHAVIOR)	OPTIONAL INSTRUCTIONAL METHODS/MEDIA /MATERIALS	EVALUATION OF INSTRUCTIONAL OBJECTIVES		DURATION OF OBJECTIVES (OPTIONAL)	
		EVALUATION PROCEDURES TO BE USED (CONDITIONS)	CRITERIA OF SUCCESSFUL PERFORMANCE	DATE STARTED	DATE COMPLETED
1. Rosalie will increase her production of 3 (4) word phrases in a one to one setting.	Emerging Language Program	1. Performance on task.	1. 90% accuracy/ 5 consecutive sessions.		
2. Rosalie will increase her production of 3 (4) word phrases in spontaneous speech.	Small group activities	2. Performance on task.	2. 90% accuracy/ 2 consecutive weeks.		

IEP SUMMARY OF STUDENT NEEDS

A. CURRICULUM

1. Self-help - shoe tying
2. Gross motor skills - mobility with walker assistance.
3. Communication skills - use of 3 (4) word phrases.

B. RELATED SERVICES

1. Transportation
2. Physical Therapy
3. Speech Services

C. MEDIA MATERIALS

1. Walker or Rolator

D. LEARNING STYLE

1. Small group instruction

E. PHYSICAL CHARACTERISTICS

1. Handrail, ramps
2. Modified tables

PLACEMENT OPTION DESCRIPTION

FULL TIME TMR CLASS IN AN ELEMENTARY SCHOOL

OPTION 1

The TMR class has a ratio of one teacher and an aide to twelve students. Small group instruction is provided in academic readiness skills and language. In addition, training is provided in the areas of self help, pre-vocational, vocational, and socialization skills. Student ability levels in social and academic areas range from 3.5 to 6.5 years. Art, music and physical education are also provided. Media and materials that are appropriate for a moderately handicapped student are accessible in the classroom. Teaching strategies include positive reinforcement, small group instruction and task analysis. The school provides speech, adapted physical education, health and transportation services. Presently, it is not equipped to accommodate non-ambulatory students. Non-handicapped students are reverse mainstreamed into the classroom. The program is 10 minutes by bus from Roaslie's home.

learning style
curriculum

curriculum

media/materials

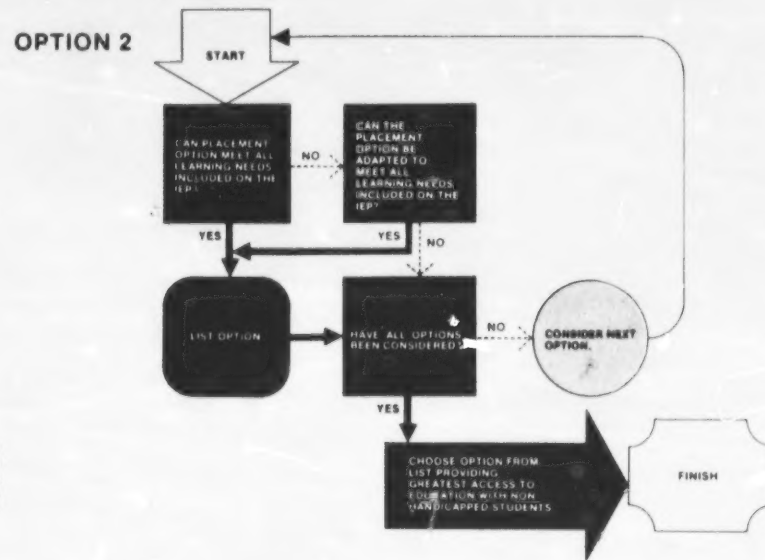
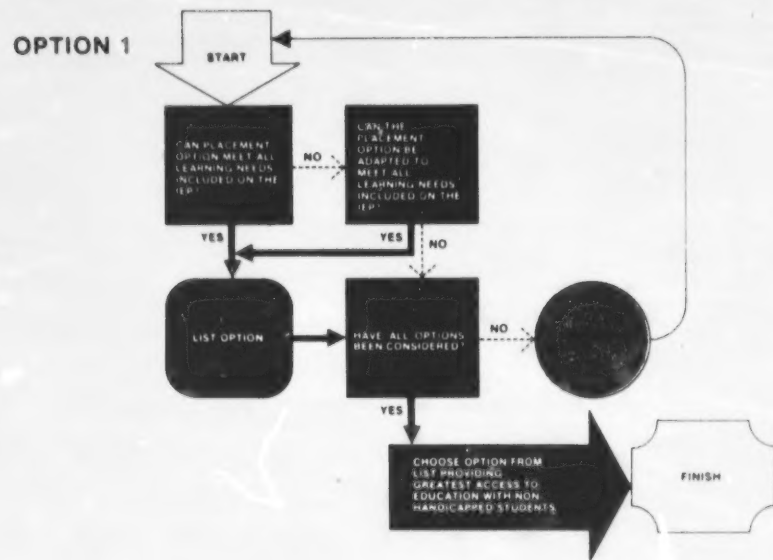
learning style

related services
physical characteristic

**INTERMEDIATE UNIT CLASS FOR
MULTIHANDICAPPED IN A SPECIAL FACILITY
OPTION 2**

curriculum	The curriculum includes academic readiness skills, mathematics, language arts, self-help, pre-vocational skills, art, music and physical education. Student ability levels in social and academic skills range from 2.5 years through 5.5 years. Special media and materials are available, including modified eating utensils and communication devices.
media/materials	
learning style	Teachers and aides utilize strategies of small group and individual instruction, behavior management, positive reinforcement, and peer interaction. Teacher/pupil ratio is eight students to one teacher and two aides.
related services	Itinerant services are provided for speech and physical therapy. In addition, the school provides transportation and health services.
physical characteristic	Modifications have been made in architecture and transportation to provide a barrier-free environment for the student. Standing tables, wheelchairs, railings, and ramps are accessible for maximum mobility.
materials	The school is twenty minutes by bus from Rosalie's home.

DECISION MODEL APPLICATIONS



NOTES:

Option 1

At the present time, Option 1 does not receive the services of a physical therapist. However, if this were the only learning need not met, the option could be adapted to meet this need. Although architectural modifications are in the planning stage, they will not be completed in time to accommodate Rosalie during the upcoming school year.

Recommended Assignment

At this time, Option 2 is the only option meeting all learning needs. Rosalie's needs and the learning environments of the placement options will be reassessed at the time of the annual IEP review to determine if there should be a change in recommended assignment.

DECISION SUMMARY CHECKLIST

STUDENT: Rosalie Murphy

DATE: September 10, 1979

PLACEMENT OPTION	LEARNING NEEDS						EDUCATION WITH NON- HANDICAPPED STUDENTS		
	CURRICULUM	RELATED SERVICES	MEDIA & MATERIALS	Learning Style	Physical Char.		ACADEMIC	NON- ACADEMIC	PROXIMITY TO HOME
1 TMR class - Elementary School	✓	-Physical Therapy	✓	✓	-ramps -railings		0%	10%	10 min. by bus
2 I.U. MH Class- Special Facility	✓	✓	✓	✓	✓		•0%	0%	20 min. by bus
RECOMMENDED ASSIGNMENT Intermediate Unit class for multi-handicapped.									

PLACEMENT OPTION WORKSHEET

STUDENT: Rosalie Murphy DATE: September 10, 1979
OPTION: I.U. Class for Multi-Handicapped

1. Describe the extent to which the option meets learning needs listed on the IEP.

- A. Curriculum: Classroom teacher will plan and implement self-help program and will follow
through with gross motor and communication programs initiated by therapists.
- B. Related Services: Itinerant speech therapist will plan and implement communication programs.
Itinerant physical therapist will plan and implement gross motor programs. Modified
transportation is available.
- C. Special Media and Materials. Walker provided in the classroom.
- D. Learning Style: Small group settings used for academic readiness skills, socialization
activities.
- E. Physical Characteristics: Facility is equipped with ramps, handrails.
- F. _____

2. Describe the degree of integration with non-handicapped students provided by this option (academic and/or non-academic settings) and the option's proximity to the student's home.

Special facility has no regular education students and is located 20 minutes by bus from
Rosalie's home.